



COUNCIL ON SOCIAL WORK EDUCATION

**Commission on Accreditation (COA)**  
**Department of Social Work Accreditation (DOSWA)**  
*Baccalaureate and Master’s Social Work Program Accreditation*

**2022 EPAS**  
**Accreditation Standard 3.1.2 | Sample**  
**Form AS 3.1.2 | Generalist Practice Curriculum Matrix**

*This sample form was developed by CSWE’s Department of Social Work Accreditation to model a completed form. Programs input their own content.*

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## Competency 1: Demonstrate Ethical and Professional Behavior

Course Number & Title	Generalist Course Content	Dimension(s)	Page Number in Volume 2 Syllabi
SW 310: Introduction to Social Work Practice	<p><b>Ethics Case Study Assignment</b></p> <ol style="list-style-type: none"> <li>1. Choose a case study from the course textbook.</li> <li>2. Using that case study, identify ethical issues.</li> <li>3. Using the NASW Code of Ethics identify both social work values and ethical principles that are relevant to this ethical dilemma.</li> <li>4. Using a chosen model of ethical decision-making, discuss how you would resolve the conflict.</li> <li>5. Role-play with another student, this ethical dilemma and demonstrate how you would approach the ethical dilemma and conflict-resolution with the client.</li> </ol>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Knowledge</li> <li><input checked="" type="checkbox"/> Values</li> <li><input checked="" type="checkbox"/> Skills</li> <li><input checked="" type="checkbox"/> Cognitive &amp; Affective Processes</li> </ul>	8

## Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Course Number & Title	Generalist Course Content	Dimension(s)	Page Number in Volume 2 Syllabi
SW 326: Human Rights and Social Justice	<p><b>Current Event Presentation</b></p> <ol style="list-style-type: none"> <li>1. Choose an article from a journal or newspaper exemplifying an issue that violates the United Nations (UN) Universal Declaration of Human Rights.</li> <li>2. In class, present which Article of the UN Universal Declaration of Human Rights this violates, and why?</li> <li>3. Discuss the professional social work values guiding the social work profession to engage the issue.</li> </ol>	<input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Values <input type="checkbox"/> Skills <input type="checkbox"/> Cognitive & Affective Processes	20
SW 310: Introduction to Social Work Practice	<p><b>Understanding Trauma In-class Activity</b></p> <ol style="list-style-type: none"> <li>1. Form groups of 4.</li> <li>2. Choose a sample case scenario of a client who has experienced trauma from the course textbook.</li> <li>3. Using that scenario, identify trauma-informed approaches to the case.</li> </ol>	<input checked="" type="checkbox"/> Knowledge <input type="checkbox"/> Values <input checked="" type="checkbox"/> Skills <input checked="" type="checkbox"/> Cognitive & Affective Processes	10

Course Number & Title	Generalist Course Content	Dimension(s)	Page Number in Volume 2 Syllabi
	4. Discuss strengths and areas for growth with each approach. 5. Using the approaches identified, prepare a 5-minute presentation for the class to provide additional insights.		

### Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Course Number & Title	Generalist Course Content	Dimension(s)	Page Number in Volume 2 Syllabi
SW 315: Policy in Action	<b>Policy Change Proposal and Presentation</b>  1. Choose a societal issue that has systemic impact on a currently and historically oppressed group. 2. Research policies to address or remedy this societal issue. 3. Using your research and ADEI framework, present a proposal of either a new policy or propose changes to a current policy to address systemic oppression.	<input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Values <input checked="" type="checkbox"/> Skills <input checked="" type="checkbox"/> Cognitive & Affective Processes	30

Course Number & Title	Generalist Course Content	Dimension(s)	Page Number in Volume 2 Syllabi
	4. Identify how this policy change affects clients, systems, and professional practice. 5. Present your proposal to the class and be prepared respond to questions. A local policy expert will be invited to provide feedback on your proposal.		

### Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Course Number & Title	Generalist Course Content	Dimension(s)	Page Number in Volume 2 Syllabi
SW 305: Social Work Research 1	<b>IRB Certification Course</b> 1. Complete 4 online training modules, culminating in completion of a certification. 2. Module content covers ethical research principles, Institutional Review Boards (IRB) processes, conflicts of interest, and poses research-related ethical dilemmas.	<input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Values <input type="checkbox"/> Skills <input type="checkbox"/> Cognitive & Affective Processes	40
SW 305: Social Work Research 1	<b>Literature Review &amp; Research Proposal</b>	<input checked="" type="checkbox"/> Knowledge <input type="checkbox"/> Values	45

Course Number & Title	Generalist Course Content	Dimension(s)	Page Number in Volume 2 Syllabi
	<ol style="list-style-type: none"> <li>1. Select a topic of research interest related to client populations served in your field setting.</li> <li>2. Conduct a literature review.</li> <li>3. Develop an original research question based on a potential gap in the body of knowledge.</li> <li>4. Identify an appropriate research design and process for securing approvals.</li> <li>5. Develop a research proposal including stakeholders, method of data collection, and ethical considerations.</li> </ol>	<input checked="" type="checkbox"/> Skills  <input checked="" type="checkbox"/> Cognitive & Affective Processes	

### Competency 5: Engage in Policy Practice

Course Number & Title	Generalist Course Content	Dimension(s)	Page Number in Volume 2 Syllabi
SW 315: Policy in Action	<p><b>NASW LEAD Advocacy Day Project</b></p> <ol style="list-style-type: none"> <li>1. Choose a currently debated policy issue.</li> <li>2. Research the issue thoroughly.</li> <li>3. Write a policy brief in support of your policy position.</li> </ol>	<input checked="" type="checkbox"/> Knowledge  <input checked="" type="checkbox"/> Values  <input checked="" type="checkbox"/> Skills  <input checked="" type="checkbox"/> Cognitive & Affective Processes	34

Course Number & Title	Generalist Course Content	Dimension(s)	Page Number in Volume 2 Syllabi
	4. Attend NASW LEAD advocacy day at the state legislature and meet with various elected officials to discuss your concerns and advocate for or against the policy. 5. Write a summary of the results of the meeting.		

### Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Course Number & Title	Generalist Course Content	Dimension(s)	System Level(s)	Page Number in Volume 2 Syllabi
SW 350: Theories of Organizational Behavior	<b>Nonprofit Aid Day Participation &amp; Reflection Exercise</b> 1. Form groups of 5. 2. Students will be assigned to 1 of 6 partnering nonprofits. 3. Attend an onsite orientation. You will learn about the mission, programs, community impact, and future goals. 4. Your group will provide direct aid to the community in accordance with that nonprofit's mission.	<input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Values <input checked="" type="checkbox"/> Skills <input checked="" type="checkbox"/> Cognitive & Affective Processes	<input type="checkbox"/> Individuals <input type="checkbox"/> Families <input checked="" type="checkbox"/> Groups <input checked="" type="checkbox"/> Organizations <input checked="" type="checkbox"/> Communities	55

Course Number & Title	Generalist Course Content	Dimension(s)	System Level(s)	Page Number in Volume 2 Syllabi
	5. Summarize your experience in a 3-5 page reflection paper identifying theories of organizational behavior applied at the nonprofit, the role of volunteerism in service delivery, and a reflection of the inputs needed for the nonprofit to reach its future goals.			
SW 410: Social Work Practice 2	<p><b>Mock Individual &amp; Family Counseling Interview</b></p> <ol style="list-style-type: none"> <li>Form groups of 6.</li> <li>Form pairs and conduct a mock intake session/interview with a partner based on a provided an individual case scenario.</li> <li>The group of 6 will then be provided a family case scenario. One pair will role-play starting a therapeutic relationship with 4 family members.</li> <li>The group of 6 will debrief with the instructor and identify strengths and areas for improvement with the family engagement techniques used.</li> </ol>	<input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Values <input checked="" type="checkbox"/> Skills <input checked="" type="checkbox"/> Cognitive & Affective Processes	<input checked="" type="checkbox"/> Individuals <input checked="" type="checkbox"/> Families <input type="checkbox"/> Groups <input type="checkbox"/> Organizations <input type="checkbox"/> Communities	75



## Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Course Number & Title	Generalist Course Content	Dimension(s)	System Level(s)	Page Number in Volume 2 Syllabi
SW 405: Social Work Practice 1	<p><b>Field Agency Assessment</b></p> <ol style="list-style-type: none"> <li>1. Students conduct an organizational assessment of their field agency, to determine organizational culture and practices, and the organization’s impact on the community and populations served.</li> <li>2. Interviews will be conducted with groups of staff and clients / constituents.</li> <li>3. Students write a 10–15-page paper about their assessment findings, including a literature review section, and resources for continued growth and development.</li> </ol>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Knowledge</li> <li><input checked="" type="checkbox"/> Values</li> <li><input checked="" type="checkbox"/> Skills</li> <li><input checked="" type="checkbox"/> Cognitive &amp; Affective Processes</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Individuals</li> <li><input type="checkbox"/> Families</li> <li><input checked="" type="checkbox"/> Groups</li> <li><input checked="" type="checkbox"/> Organizations</li> <li><input checked="" type="checkbox"/> Communities</li> </ul>	60
SW 410: Social Work Practice 2	<b>Integrative Assessment Paper</b>	<input checked="" type="checkbox"/> Knowledge	<input checked="" type="checkbox"/> Individuals	80

Course Number & Title	Generalist Course Content	Dimension(s)	System Level(s)	Page Number in Volume 2 Syllabi
	<ol style="list-style-type: none"> <li>Students are provided the same case study scenario issues affecting an individual and their family.</li> <li>Students review the case study, conduct a bio-psycho-social-spiritual-cultural assessment, identify familial supports and needs, and incorporate assessment techniques from the course textbook and 3 sources.</li> </ol>	<input checked="" type="checkbox"/> Values <input checked="" type="checkbox"/> Skills <input checked="" type="checkbox"/> Cognitive & Affective Processes	<input checked="" type="checkbox"/> Families <input type="checkbox"/> Groups <input type="checkbox"/> Organizations <input type="checkbox"/> Communities	

### Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Course Number & Title	Generalist Course Content	Dimension(s)	System Level(s)	Page Number in Volume 2 Syllabi
SW 326: Human Rights and Social Justice	<p><b>Poverty Simulation</b></p> <ol style="list-style-type: none"> <li>Students participate in a 3-hour simulation where they learn must</li> </ol>	<input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Values <input checked="" type="checkbox"/> Skills	<input checked="" type="checkbox"/> Individuals <input checked="" type="checkbox"/> Families <input checked="" type="checkbox"/> Groups	25

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	<p>make decisions with limited resources.</p> <ol style="list-style-type: none"> <li>2. Students are placed into “family” units and each student is given a role.</li> <li>3. Within their role, students maneuver life scenarios.</li> <li>4. Family units may elect to work together with other groups to shore resources and supports.</li> <li>5. Following the decision-making simulation, students write a 5-7-page reflection paper including identifying at least one community-based resource that the family unit could access to support wellbeing and address each challenge that arose.</li> </ol>	<input checked="" type="checkbox"/> Cognitive & Affective Processes	<input checked="" type="checkbox"/> Organizations  <input checked="" type="checkbox"/> Communities	

## Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Course Number & Title	Generalist Course Content	Dimension(s)	System Level(s)	Page Number in Volume 2 Syllabi
SW 410: Social Work Practice 2	<p><b>Field Placement SWOT Analysis</b></p> <p>1. Students conduct a SWOT analysis of an their field placement organization and prepare a presentation.</p>	<input checked="" type="checkbox"/> Knowledge <input type="checkbox"/> Values <input checked="" type="checkbox"/> Skills <input checked="" type="checkbox"/> Cognitive & Affective Processes	<input type="checkbox"/> Individuals <input type="checkbox"/> Families <input type="checkbox"/> Groups <input checked="" type="checkbox"/> Organizations <input type="checkbox"/> Communities	65
SW 306: Social Work Research 2	<p><b>Community Impact Survey</b></p> <p>1. Students form groups of 3 and choose one community initiative that seeks to address a social issue.</p> <p>2. Students create a survey to disseminate to 5+ individuals, 5+ community leaders, and 5+ community action groups. The survey must gather information</p>	<input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Values <input checked="" type="checkbox"/> Skills <input checked="" type="checkbox"/> Cognitive & Affective Processes	<input checked="" type="checkbox"/> Individuals <input type="checkbox"/> Families <input checked="" type="checkbox"/> Groups <input type="checkbox"/> Organizations <input checked="" type="checkbox"/> Communities	95

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	<p>community initiative impact on each stakeholder group.</p> <p>3. Students evaluate their findings and write a research paper comparing their data with national research findings the social issue.</p>			
SW 306: Social Work Research 2	<p><b>Family Impact Project</b></p> <p>1. Students research scholarly articles regarding a social program that impacts families, groups, and communities (e.g. head-start, school lunch programs, food stamps, etc.)</p> <p>2. Students conduct a literature review that evaluates the research they have found on this topic.</p> <p>3. Students present a summary of their findings</p>	<p><input checked="" type="checkbox"/> Knowledge</p> <p><input checked="" type="checkbox"/> Values</p> <p><input checked="" type="checkbox"/> Skills</p> <p><input checked="" type="checkbox"/> Cognitive &amp; Affective Processes</p>	<p><input type="checkbox"/> Individuals</p> <p><input checked="" type="checkbox"/> Families</p> <p><input checked="" type="checkbox"/> Groups</p> <p><input type="checkbox"/> Organizations</p> <p><input checked="" type="checkbox"/> Communities</p>	96

<b>Course Number &amp; Title</b>	<b>Generalist Course Content</b>	<b>Dimension(s)</b>	<b>System Level(s)</b>	<b>Page Number in Volume 2 Syllabi</b>
	to the class including visual aids used to show statistical analysis.			